

**University of Montana**  
**Baucus Institute Department of Public Administration & Policy**  
**Alexander Blewett School of Law**  
**PUAD 522: Human Resource Management**  
**Wednesday 4:30-6:50 p.m.**  
**Fall 2021**

**Instructor Information**

Three (3) Credit Hours

Classroom: LAW 215

Instructor: Blake Emidy

Professor's Office: LAW 148

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Zoom: <https://umontana.zoom.us/my/bemidy>

Office Hours: Mondays (2:00-3:00 p.m.); Wednesdays (2:00-4:00p.m.); or by appointment

**Course Description**

This course examines human resource management by focusing on the evolution of HRM, functions of HRM, legal and ethical dimensions of personnel decision making, and the future of HRM. The class will focus on professional skills surrounding human resource management such as writing job descriptions, crafting diversity plans, and evaluating employees. The course also deals with challenging issues facing contemporary human resource managers, including affirmative action; diversity, equity, and inclusion; sexual harassment; civil liberties in the workplace; social media; and disability and reasonable accommodations. This course is a required core course for the University of Montana's MPA program. It is run as a seminar with students actively engaged in analysis and discussion.

**Course Learning Objectives and MPA National Competencies**

By the end of this class, you should be well-versed in our following course learning objectives. Each of these learning objectives are carried out in the course schedule as you consider weekly topic areas.

1. Understand the foundations of effective leadership and management and apply that knowledge to human resource practices.
2. Understand the evolution and major concepts of human resource management.
3. Demonstrate and apply knowledge and skills in the areas of employment law, equal employment opportunity, and diversity planning.
4. Demonstrate knowledge and skills in human resource management functions, including recruitment and selection, pay and benefits, performance appraisal, and labor relations.
5. Develop knowledge of workforce planning and development strategies.
6. Apply theory to practice (knowledge to inform your current or future career).
7. Be able to work well within a teamwork environment.
8. Demonstrate graduate level writing, public speaking, critical thinking, research, and analytical skills.

9. Critically evaluate and advance our understanding of cultural awareness through the exploration of power, representation, empathy, prejudgments, and DEI in the public (and nonprofit) sectors through self-reflection, readings, discussions, and assignments.

In exploring these, the course will introduce and develop core national (NASPAA) MPA competencies to communicate and interact productively with a diverse and changing workforce and citizenry.

## Course Readings

Books required for the course:

1. Battaglio, R. Paul. 2015. *Public Human Resource Management: Strategies and Practices in the 21st Century*. CQ Press.
2. Guy and A. McCandless. 2020. *Achieving Social Equity: From Problems to Solutions*. Irvine: Melvin & Leigh.
3. Moodle Required Readings – noted with an asterisk (\*) in the course schedule
4. Watch and listen to occasional videos and podcasts posted on Moodle

For students interested in free books for this course, I suggest using the university's inter-library loan – it is a great way to decrease costs. You request the book via inter-library loan for the semester.

## Learning During a Pandemic

In accordance with federal, county, CDC, and UM guidance, it is **required** for vaccinated and unvaccinated students, staff, and faculty to wear a facemask during the entirety of class and/or office hours. The Department asks students to stay home if they are sick as doing so will not negatively impact assessment of student performance in this course. If a student, a member of their family, or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with the DPAP associate dean and course professor to successfully complete your work. If a federal, state, local, university or CDC policy changes during the semester impacts in-person course delivery, this class will shift to fully online or remote (Zoom). A backup plan will be shared by the professor during the first week of the semester to ensure preparedness. The quality of student education will not be impacted: our Department is nationally recognized for its ability to teach across modalities (online, in-person, robot). Vaccinations are free and available to students through Curry Health Center. Please take the time to [review our Department's COVID-Safe FAQ guide](#).

## **Collective Learning Agreement**

This semester we acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for generations to come. We thank the Séliš-Qłispé Cultural Council for the above language and the people of Turtle Island, the First People, for the privilege of learning in this space. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. As your professor, I will do my best to address and refer to all students accordingly and support students in doing so as well. With this statement in mind, we will not check boxes in this course, but, meaningfully think about materials through discussion, assignments, and reflection – building skills for our current and future professions.

## **Class Preparation and Participation**

The goal of this course is to introduce students to the graduate study of human resource management and that can only be accomplished by engaging the material inside and outside of class. During our classroom discussions, this means participation is a must. Everyone - students and the instructor - can and should learn from one another. Learning is a process and is enhanced by dialogue. Additionally, engaging the material requires that students have rigorously read the assignments so that they are prepared to thoughtfully and productively contribute to class discussions.

## **Using Moodle**

We will use Moodle extensively for course readings, announcements, and completing assignments. Here is the link for [Moodle access](#).

Keep in mind that our course site is organized by week – for example, each week contains links to discussions, assignment dropboxes, a brief lecture, and any other course materials:

## **Sign Up Lists**

Links to sign up lists (project organization, project partner, etc.) will be located on the Week 1 Moodle page.

## **Course Grading**

As your professor, I will do my very best to turn assignments back quickly, but please allow for up to seven (7) full business days after the due date to receive a grade. All grades will be recorded via Moodle's gradebook. Students can locate the gradebook by clicking on the tools icon at the top of the screen to find your list of grades.

## **Help with Technology**

Please make sure your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu) if technological problems arise. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana.

## **UM Email**

Students are expected to use their umontana student email address for all communication and check regularly. Here is a [link](#) for an overview.

## **Guidelines for Written Work**

**All** written assignments should meet the following criteria unless otherwise noted in the assignment instructions listed below:

1. All work must be typed, double-spaced, utilize 12-point font, and have one-inch margins.
2. Citations should follow proper style guidelines such as, MLA, Chicago, or APA (in-text citations and a reference page are necessary)
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
4. All assignments must be turned in electronically via Microsoft Word. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.
6. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

## **Note about Late Assignments**

All assignments should be turned in electronically via Moodle by the due date listed in the course schedule. The papers should be in a Word format and if the professor cannot open and read, then no grade. We are living in an extraordinary time. While late papers are not accepted, it is impossible to know how COVID-19 might impact any one of us this semester. Sometimes life happens. Please contact me as soon as possible if something should arise and you think that you might need an extension.

## **MPA Portfolio**

If you are taking this course as an MPA elective and using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer's "snipping tool" or screenshot to capture graded feedback to save with your files. We ask that you very carefully read the MPA Portfolio requirements listed on our website (e.g. no you cannot use outlines or case write ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects on your own. If questions, contact the MPA Director.

## **Assessment of Student Learning Outcomes**

### **Resume Critique**

Each student will find a job advertisement for a position you for which would be interested. You will then create a resume specifically for the position. Students will review and provide feedback to each other in Moodle throughout the week prior to submitting a final resume with the job advertisement at the end of the week.

## **HR Skills Portfolio with Diversity, Equity, and Inclusion (DEI) Plan**

Throughout the semester, you will create an HR portfolio with a focus on diversity, equity, and inclusion throughout the sections. Using the five factors from the Diversity, Equity, and Inclusion Maturity Index as a framework, you will develop a diversity, equity, and inclusion (DEI) action plan for an organization of your choice. The plan should provide actions items in each factor category (communication and education; assessment; culture; investment and infrastructure; and compensation, recruitment, and retention).

We will introduce the DEI Maturity Index in week two. More detail about the assignments will be available in Moodle.

You may work with a partner or individually. Please let us know by week three if you plan to work with a partner.

The portfolio includes 8 sections that you will pull together in the end into a coherent document:

1. Executive Summary
2. Current situation analysis including current DEI Maturity Index score
3. Goals and objectives
4. Analysis of job posting
5. Interview and candidate evaluation process design
6. Performance appraisal process design
7. Strategies for organizational change and measuring success
8. Conclusion

You will do a five-minute presentation detailing your findings, with particular emphasis on the strategies for improving DEI efforts in your organization.

## Grading Scale

This class employs contract grading. The goals of contract grading are to reduce the anxiety about grades students often experience and encourage students to develop their own motivations for excellence, just like a workplace setting. A key aspect of contract grading is to emphasize qualitative evaluative feedback over quantitative (numerical) assessments of students' written work. During the semester I will not assign grades or scores to individual assignments; instead I will provide written feedback within 7 business days. In each assignment feedback, I will indicate if you have exceeded (E), met/exceeded (ME), met (M), or are below expectations (BE) (criteria listed below). Each assignment's written feedback is found via the Moodle assignment dropbox. Students should keep track of this feedback along the way and your aggregate translates into your final grade. For example, if the plurality of assignments receive an M, you will be awarded a B for the course. During week 4 students will sign up for a required individual conference with the professor to discuss your progress to date sometime during Week 4-7. At this meeting, each student is expected to write a paragraph, reflecting upon your progress to date (what have you done well, what needs improvement, what can the professor assist with). Email attachment to your professor 30 minutes prior to your designated session.

Evaluative Criteria	Description	Translation into Letter Grade
<b>Below Expectations (BE)</b>	1.Does not meet assignment expectations or commensurate with graduate level work	C
<b>Met Expectations (M)</b>	1. Meets the stated criteria for all assignments; 2. Meets due dates for all assignments;	B

	<p>3. Actively participates in <i>all live</i> in-person/zoom class discussions (and online if covid forces us to re-calibrate);</p> <p>4. Asks thoughtful questions during discussions and conversations with the professor and classmates and actively listen when others are speaking;</p> <p>5. Edits all assignments so that they conform to course writing guidelines (listed above);</p> <p>6. Attends required conference with professor to discuss coursework progress/complete mid and end of semester learning evaluations; and</p> <p>7. Checks UM email and Moodle class site regularly and be responsive to class inquiries</p>	
<b>Meet/Exceed Expectations (ME)</b>	<p>Do everything to do to earn an M in addition to:</p> <p>1. Demonstrates a sophisticated understanding of the material evidenced in your written work (e.g. make connections between theory and practice);</p> <p>2. Uses evidence in semester assignments and participate clearly and concisely in class discussion, leaving room to listen and hear others; and</p> <p>3. Turns in assignments that are concise, carefully edited, and easy to read.</p>	B+
<b>Exceed Expectations (E)</b>	<p>Do everything that you must do to earn a M and ME in addition to:</p> <p>1. Receives critiques during discussions and written work in a professional and non-defensive manner;</p> <p>2. Demonstrates a strong commitment and willingness to learn and grow from individual and team assignments;</p> <p>3. Utilizes the campus public speaking and writing center to complete quality, written work; and</p> <p>4. Produces creative, unique, and thoughtful assignments, demonstrating a willingness to go above and beyond (e.g. doing outside research, applying your own experiences).</p>	A

## Course Schedule

I require that you to stay up with the readings in order to maximize your classroom experience. Although this is

the general outline of readings, the schedule may change as the semester proceeds. If this is the case, students will be notified of any changes.

The readings marked with an asterisk (\*) are available on Moodle, required, and organized by week.

Date	Topic	Reading/Assignments
<b>Week 1:</b> September 01	Welcome to Human Resource Management	<b>Read:</b> Syllabus; Battaglio Ch. 1-2; *Condrey <b>Due:</b> 1. Direct any questions about the syllabus and/or course to instructor via email
<b>Week 2:</b> September 08	Social Equity and Diversity Management 1: Definitions and Obstacles to Implementation	<b>Read:</b> G&M Ch. 1; Battaglio Ch. 3-4; *Kalev et al.; *van Eck et al. <b>Due:</b> 1. Complete the Diversity, Equity & Inclusion Matrix Survey (link in Moodle) 2. Select an organization for HR Skills Portfolio & indicate whether working alone or with a partner
<b>Week 3:</b> September 15	Social Equity and Diversity Management 2: How can Organizations Improve DEI?	<b>Read:</b> G&M Ch. 2-5; *Pitts et al.; *Sabharwal; *Dennissen et al. <b>Watch/Listen:</b> Podcast (The Argument)
<b>Week 4:</b> September 22	Civil Rights & Sexual Harassment	<b>Read:</b> *Kellough; *Fitzgerald & Cortina; *McDonald et al.; *Kundro et al. <b>Watch/Listen:</b> Podcast (This American Life)
<b>Week 5:</b> September 29	Leadership & Management	<b>Read:</b> *Allen; *Bass; *Vroom & Jago; *Kerr et al. <b>Due:</b> 1. HR Skills Portfolio Section 2, Wednesday (9/29) at 4pm
<b>Week 6:</b> October 06	Motivation 1: General Definitions and Public Service Motivation	<b>Read:</b> Battaglio Ch. 8; *Moynihan & Pandey (2007a & 2007b) <b>Additional Guidance:</b> 1. Watch department cultural awareness video

		2. Complete UM Online mid-semester learning evaluation
<b>Week 7:</b> October 13	Motivation 2: Other Popular Theories	<b>Read:</b> *Hackman & Oldham; *Gagne & Deci; *Wright
<b>Week 8:</b> October 20	Recruitment and Selection	<b>Read:</b> Battaglio Ch. 5; *Cable & Judge; *De Armond; *Ramakrishnan <b>Due:</b> 1. HR Skills Portfolio Section 3, Wednesday (10/20), 4pm
<b>Week 9:</b> October 27	Pay & Benefits	<b>Read:</b> Battaglio Ch. 6; *State & Local Gov't Workforce 2021 Survey; *Weibel et al. <b>Due:</b> 1. Resume Review – due to partner on Wednesday (10/27) at 4pm, revised version due on Wed. (11/3) at 4pm
<b>Week 10:</b> November 03	Performance Appraisals	<b>Read:</b> Battaglio Ch. 7; *Kim & Holzer; *Cheng <b>Due:</b> 1. HR Skills Portfolio Section 4, Wednesday (11/3) at 4pm
<b>Week 11:</b> November 10	Labor Relations and Privatization in the Public Sector	<b>Read:</b> Battaglio Ch. 9-10; *Battaglio & Ledvinka <b>Due:</b> 1. HR Skills Portfolio Section 5, Wednesday (11/10) at 4pm
<b>Week 12:</b> November 17	Technology & HR	<b>Read:</b> Battaglio Ch. 11; *Social Media and Public Agencies <b>Due:</b> 1. HR Skills Portfolio Section 6, Wednesday (11/17) at 4pm
<b>Week 13:</b> November 24	Thanksgiving: NO CLASS	
<b>Week 14:</b> December 01	Human Capital: SHRM, Training & Development	<b>Read:</b> Battaglio Ch. 12; *Levine; *van Eerde et al.



		<b>Due:</b> <ol style="list-style-type: none"> <li>HR Skills Portfolio Section 7, Wednesday (12/1) at 4pm</li> </ol>
<b>Week 15:</b> December 08	HR Skills Presentations	<p style="color: red; text-align: center;"><b>No readings this week</b></p> <b>Due:</b> <ol style="list-style-type: none"> <li>Complete Portfolio due Wednesday (12/8), 4pm</li> <li>Complete Cultural Awareness Survey (<a href="#">link</a>), Wednesday (12/8), 4pm</li> </ol>

## Classroom Policies

- **Extra Credit:** Not available for this course.
- **Classroom Etiquette:** A driving component of our MPA program is professionalism and your ability to work well with others. Thus, the expectation is that you will maintain a high level of professionalism in your classroom conduct with me, and with your fellow students. This means being respectful during class discussions, and in all communications with the professor and others. Failure to do so will result in removal from class discussions.
- **E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a Moodle collaborate conversation.
- **Incompletes or Withdrawals “W” for the Course:** If for some reason the course is not working out for you please adhere to the University’s policies for the last day to drop a class. Since this is a 10 week course, incompletes will not be an option.
- **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course.
- **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. **Students not allowed to remain must complete a drop form or drop the course on the Internet (<http://cyberbear.UMT.edu>) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.
- **Wikipedia:** This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.
- **Academic Dishonesty (Plagiarism):** Students must follow the University’s policies for academic dishonesty. For detailed information, [please view](#). As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper

credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.

- **Moodle:** This class is supported by Moodle. Please refer to this site regularly for additional readings, announcements, grades, submitting assignments, or updates to the schedule. When submitting assignments on Moodle, students should attach Microsoft Word doc or docx files.
- **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.
- **Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.
- **Cultural Leave Policy:** UM has a Cultural and Ceremonial Leave Policy: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”